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The major purpose of the study was to develop and test curriculum materials for three entry level gainful employment courses: Child Care Services, Clothing Services, Food Services. A second objective was to formulate recommendations for policies and procedures to follow in initiating and developing gainful employment programs in home economics. The three entry level gainful employment classes were taught by members of the research team at the local high school. During 3 years of operation 100 students completed the training program. Student earnings ranged from none to $941.85, and the total hours of work experience ranged from 14 to 1,129 hours per year. Close and continuous contact was maintained with local school personnel, cooperating employers, members of the home economics department of the Oklahoma vocational program and other state teachers engaged in teaching gainful employment courses. Curriculum materials which were developed, tested and revised are available to prepare students as (1) Child Care Workers (VT 006 871), (2) Clothing Service Workers (VT 006 869), and (3) Food Service Workers (VT 006 872). Recommendations for initiating and developing gainful employment programs in home economics were based on the subjective judgments of the research team and suggestions from other teachers in Oklahoma. Charts listing the survey data and a list of selected references are included in the document. (FP)

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FINAL REPORT
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A PILOT STUDY FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS

VOLUME I

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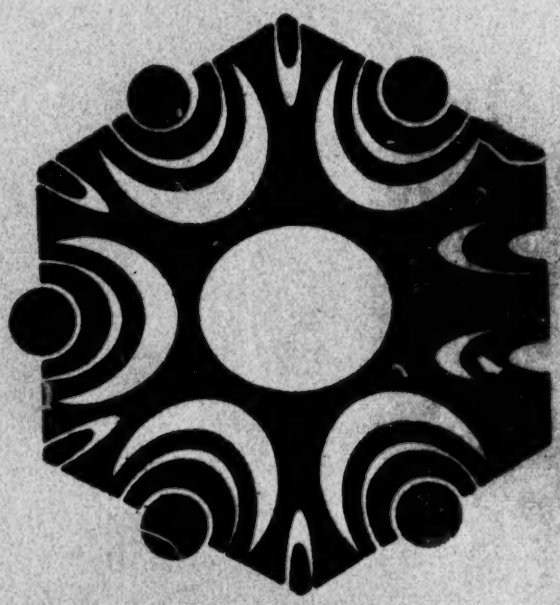

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Final Report

Project No. 6-1576

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A PILOT STUDY FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS

Volume I

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The research reported herein was performed pursuant to a project with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
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Preface

This pilot study for gainful employment in home economics would not have been possible without the assistance of many individuals. The approval and cooperation of leaders of various organizations was necessary before the program could be initiated. Cooperation has been received by representatives of the administrative and teaching staff of C. E. Donart High School of Stillwater, Oklahoma; the state director and members of the Home Economics Education staff and the Research Coordinating Unit of the Oklahoma State Department of Vocational-Technical Education; and staff of the Research Foundation and special consultants from the college of Home Economics of Oklahoma State University.

Without the financial support received from the U. S. Office of Education, the Oklahoma Research Coordinating Unit, the Research Foundation and the College of Home Economics of Oklahoma State University, it would not have been possible to have had continuous research in the area of gainful employment in home economics for the past four years.

Contributions have been made to the project by teachers and students in the gainful employment programs in Oklahoma. The leaders and consultants of the special training programs and classes have aided in the development and refinement of curriculum materials.

The outcomes presented in this report represent the cooperative efforts of many individuals. Each member of the research team wishes to express appreciation to each for his contribution to the project.

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SUPPLEMENTARY MATERIALS

Volume II - A Suggested Curriculum Guide for Preparing Child Care Workers for Entry Level Jobs.

Volume III - A Suggested Curriculum Guide for Preparing Clothing Service Workers for Entry Level Jobs.

Volume IV - A Suggested Curriculum Guide for Preparing Food Service Workers for Entry Level Jobs.

SUMMARY

The area of concern for the study was the gainful employment (occupational training) aspect of home economics which had been added to the vocational program upon passage of the Vocational Education Act of 1963. In 1965, the social and economic conditions in the United States indicated an increasing need for training students to be gainfully employed. Vocational education in home economics directed toward gainful employment provides instruction that qualifies individuals to engage in selected occupations involving knowledge and skills in home economics subject matter.

Purpose

The major objective for the study was to develop and test curriculum materials for three entry level gainful employment courses - Child Care Services, Clothing Services, and Food Services. A second objective was to formulate recommendations for policies and procedures to follow in initiating and developing gainful employment programs in home economics. Major emphasis was directed toward the first objective, but at the same time insights were gained for achieving the second.

The project continued, further developed, and expanded previous research conducted at Oklahoma State University and funded through the U. S. Office of Education since June, 1965.

Procedure

The first step in planning the gainful employment courses was to reach agreement on a philosophy for gainful employment as a part of the vocational home economics program in the secondary schools. A set of guidelines developed by Brittian (6) in 1965 to be used in determining needs and resources available for a gainful employment course in Child Care Services was studied, revised, and expanded by the research team and by teachers enrolled in gainful employment summer training programs at Oklahoma State University in 1965 and 1966. In 1967, all Oklahoma teachers in the gainful employment aspect of home economics were asked to rate each guideline as very important, important, or not important, and to make suggestions for changes. Revisions were made in accordance with the ratings and suggestions received, and the guidelines were then approved by members of the home economics department of the Oklahoma vocational program.

Local surveys were conducted in the areas of child care, clothing and foods to determine job opportunities, possibilities for work experiences during the training period, and type of competences and personal qualities desired by employers. Conferences were held with local administrators and counselors, members of the state home economics staff, and the chief investigator of the study. An advisory council was set

up in cooperation with the other vocational home economics teachers in the local school system. Leaflets and a set of slides were developed to aid in interpreting the new program to the community.

Tentative curriculum guides for the three areas - Child Care Services, Clothing Services, and Food Services - were developed by teachers enrolled in leadership training courses in June, 1965. These guides were revised in 1966 and again in 1968 with only minor modifications in content and structure. Responsibilities of a gainful employment teacher and facilities needed for a gainful employment program were considered, but findings in these areas were inconclusive.

Cooperative evaluations made by parents, students, members of the advisory committee, teachers in the state, administrators in the local school system and members of the research team have provided opportunity for continuous appraisal of procedures as well as achievements.

Problems and Concerns

Problems and concerns identified by members of the research team were classified into two categories:

1. Problems and concerns unique to the development of curriculum guides for gainful employment courses; such as interpretation of the program; knowing the local community; assessing abilities, personal characteristics, and interests of students; utilizing available facilities; scheduling; and work experiences.

2. Problems and concerns usually considered in curriculum development; such as the overview, behavorial objectives, concepts and generalizations, learning experiences, selected resources, and evaluation procedures.

Conclusions and Recommendations

The two overall objectives of the pilot study for gainful employment in home economics have been achieved to a limited degree. The revised curriculum guides for the three areas - Child Care Services, Clothing Services, and Food Services - are presented as evidence of achievement for the first objective. Less concrete evidence can be presented for the second overall objective, but recommendations based on the subjective judgments of the research team as being the policies and practices which have contributed most to the success of the three programs are given as evidence of limited achievement for this objective.

A variety of sources have been found helpful in determining whether needs exist for specific offerings in gainful employment programs. Before initiating a program, evidence should be collected and analyzed to determine if support of educational leaders will be available; if there are adequate opportunities for work experiences and employment following training; and if there are potential students who are interested in receiving the training, who have the abilities to successfully complete the training, and who will profit in one or more ways by the training.

It is recommended that an overall advisory council be organized to serve both the homemaking aspect and the gainful employment aspect of the home economics program where both aspects of the program are operating. In addition, special advisory councils for each training program are recommended in order that more personal contacts can be maintained, especially with employers who are cooperating in providing work experience and employment.

Close and continuous contact should be maintained with cooperating employers in order to provide classroom learning experiences which contribute to development of the competences related to success in work experiences and later as an employee. As the competences desired by employers change, the teachers should evaluate the concepts, generalizations, teaching methods, work experiences, resource materials, facilities, and evaluation techniques and add, delete, or modify each in accordance with the revised list of competences.

Additional research is needed before specific recommendations for competences and personal characteristics needed by a gainful employment teacher can be made; however, members of the research team would recommend that in addition to training and experience as a homemaking teacher, it would be helpful to have special training in one subject area slanted toward occupational training. It would also be desirable to have some other occupational experience, and some training in guidance.

It is recommended that additional research be conducted on selection and recruitment of students before specific criteria, methods, and devices are proposed. It is further recommended that the teacher be responsible for compiling and summarizing the information needed for judgments concerning the extent to which achievements had been satisfactory and the desirability of continuing or changing the necessary information. A representative group should review the report and make recommendations for future development of the program.

During the three years that the program has been in operation at C. E. Donart High School, a total of 100 students have completed a one year training program in the three areas. The amount of money earned by individual students ranged from none to $941.85 and the total hours of work experience ranged from 14 hours to 1,129 hours per year. Examples of students remaining in school and/or exhibiting change in attitude toward world of work were recorded by the teacher for each of the three training programs.

INTRODUCTION

Conditions Basic to Study. A new challenge and an opportunity for home economists to participate in the development of new programs became available with the passage of the 1963 Vocational Education Act. A new aspect, education directed toward gainful employment (occupational training) was added. Since the passage of the Smith-Hughes Bill in 1917 vocational education in home economics has been mainly directed toward homemaking. The program which has been provided for girls, boys and adults has been aimed at the improvement of the quality of family life through more effective development and utilization of human resources. In 1965-66 the vocational home economics program in Oklahoma was extended to include a second aspect as defined in the statement of Home Economics Education Goals for the year.

> Vocational education in home economics directed toward gainful employment (occupational training) provides instruction that qualifies individuals to engage in selected occupations involving knowledge and skills in home economics subject matter areas, i.e., child development, personal and family relations, food and nutrition, health and safety, clothing and grooming, housing, family economics including consumer education, and home management. Included are such occupations as those which provide services to families in the home and similar services to others in group situations; those which provide assistance to professional home economists and in professional fields related to home economics in business agencies, and organizations; and other occupations directly related to one or more subject matter areas (10).

Past emphasis had been almost totally on training future homemakers, but in 1965 the social and economic conditions indicated an increasing need for training oriented toward preparing the students for gainful employment. With the increase of women in the nation's labor force to the extent that one worker in three is a woman, that three out of five employed women workers are married and that one-third have children under six years of age, there is need for workers to assist these homemakers in providing many necessary services for family members.

Unemployment being the highest among those with the least schooling, and in the least skilled jobs, nationwide effort is being made to provide vocational training for semi-skilled, skilled, and technically trained individuals. It is felt that home economics has and can increase its contribution to high school students.

> It is estimated that a total of 26 million young workers will enter the labor force during the 1960's. Of these an estimated 12 million will graduate from high school, ending

their formal education; 7.5 million will be high school dropouts. Vocational programs must be developed to prepare these young men and women for successful initial employment(1).

According to a lecture given by the leader of the training program held in June, 1965, at Oklahoma State University, statistics show that 1 of 6 unemployed persons is 16 to 21 years of age. This age groups makes up 1 in 14 of the laboring class. If the current rate of unemployment continues in 1970, there will be 1½ million high school students who are not receiving any type of vocational training in high school(11).

It is felt also that training could be provided for part-time students and for adults, part-time or full-time, for a variety of occupations that use home economics knowledge and skill. Training at the secondary level may lead to higher education in the same or a related area thus serving as pre-professional education.

Another important contribution to which home economics could make a contribution is to the development and strengthening of positive attitudes toward the world of work. The number of secondary students whose parents and/or grandparents have never been gainfully employed during the life time of the present secondary school population is astounding in a country which has the economic resources that are found in the United States. To develop an interest in wanting to work may be the most far-reaching and important achievement attained through a gainful employment program.

An understanding of the philosophy which underlies a gainful employment program, the needs of the community for special training programs and the characteristics of potential trainees (drop-outs, high school students and graduates, and adults) should be identified and accepted as the basis for developing gainful employment programs. Since many of the teachers of these programs will have had experience in teaching home economics with emphases on homemaking, they will need to recognize the differences in teaching home economics for gainful employment. Reinwald has contrasted some of the major characteristics for both aspects and has compiled a list of general suggestions to follow in initiating a home economics employment program (15). This will need to be adapted to each local community. Assistance is also needed by local and state leaders, including teacher educators, as policies and procedures are being developed in order that programs can be initiated which will meet the unique needs of each community and pre-service and in-service training will be available for the teachers.

The types of competences (skills, understandings, interests, attitudes, etc.) will likely differ somewhat from those selected for the homemaking aspects of the vocational program. There will be some commonalities. The greatest differences may be the degree to which each competence is developed, for skills must be developed to a level of achievement satisfactory to the employer. For the homemaking aspects more emphasis may be placed on the cognitive and affective behaviors with less on psychomotor behavior.

Learning experiences, teaching materials, and methods of evaluation will likewise differ but in both types of programs emphasis will need to be placed on methods and materials which will promote independent learning and self-evaluation on the part of each student.

Purpose and Nature of the Research. This is a study which focused on (1) the development of, the trying out, and the evaluation of curriculum materials - objectives, concepts and generalizations, teaching methods, resource materials, learning experiences, and evaluation techniques for training students for entry level jobs in child care, clothing and food services; and (2) the identification of problems encountered in teaching gainful employment programs in home economics.

The definition of a pilot program as presented by Phipps was used for planning and carrying out the study. A pilot program is

> --one designed to try out, to further develop and refine, on a small scale, something new or different. It is an exploratory program - a program to develop or refine ideas and methods that in most instances have not yet crystallized sufficiently for inclusion in rigidly controlled experimental studies or that are not ready for presentation to schools and teachers as recommended programs (14).

BACKGROUND AND OBJECTIVES

Background. "A Pilot Study for Gainful Employment in Home Economics" was the outgrowth of previous projects. In September, 1964, a graduate student working with the chief investigator of the study reviewed related literature as the basis for developing a set of guidelines to use as a framework for initiating training programs and for the pre-planning of a training program for teachers and leaders of gainful employment program in home economics. During the four weeks training program held in June, 1965, tentative curriculum guides were developed for the three areas - child care, clothing, and food services. During the spring semester two graduate students developed interview schedules for surveying the local community to determine if needs existed to justify the initiation of programs in child care and clothing services.

Before the surveys were completed the decision had been made that four courses would be initiated in September at the C. E. Donart High School. The four courses - Job Orientation, Child Care Services, Clothing Services, and Food Services were taught by a full-time vocational home economics teacher and two research assistants of Oklahoma State University. The full-time teacher served as the coordinator of the total gainful employment program and taught two classes, Job Orientation and Food Services. Each graduate assistant was responsible for one of the other two classes.

In the summer of 1965, thirty-two participants attending a training program funded by U. S. Office of Education developed tentative curriculum guides and reported as part of final report for OEC-5-85-100(10). Each summer thereafter one to four special courses have been offered for teachers and leaders of gainful employment in home economics. Participants have contributed to the revision of the guides.

It has also been possible to have the same subject matter consultants who were members of the training staff in 1965 to continue as consultants for this project. The chief investigator of this study has been actively connected with all of the projects since September, 1964, and the three graduate assistants have likewise been involved for the major portion of the time since 1965. All three have continually served on this project since June, 1966.

Based on the definition of a pilot program as given by Phipps(4) the study has been focused on (1) trying out, evaluating and revising curriculum materials - objectives, concepts and generalizations, teaching methods, resource materials, learning experiences for both class and work experiences, facilities, and evaluation techniques; and (2) the identification of problems encountered in teaching gainful employment courses in home economics.

In 1965, Brittian(6) included in her thesis a set of guidelines to be used in determining needs for and resources available for a gainful employment course in child care. The guidelines resulted from an extensive review of literature related to vocational education with special emphasis on occupational training in home economics as defined in the 1963 Vocational Education Act. The original set of guidelines has been reviewed, evaluated and revised by leaders and participants in the training programs, gainful employment teachers in Oklahoma, and consultants of the state department.

In 1965, there were few curriculum materials available and these had not been extensively used and/or evaluated. When the tentative guides were developed by the participants in the 1965 training program, the resource materials in the area of clothing and foods compiled under the leadership of Van Horn(17) as a special project for Manpower Development and Training were available. Biesemier(3) had developed a tentative guide for a clothing course and Kupsinel(16) for a food service course. Since that time several additional guides have been compiled. These have been used extensively by the research team and some will be listed in the selected references of the three curriculum guides included as part of this report.

Objectives. Two overall objectives were selected for the study. The main emphasis has been toward achieving the first objective while at the same time gaining insight for achieving the second.

1. To develop and test curriculum materials for three gainful employment courses for entry level jobs in child care, clothing, and food services.

2. To formulate recommendations for policies and procedures to follow in initiating and developing gainful employment programs in home economics.

METHODS AND PROCEDURES

At the time this project was funded, June 15, 1966, Phase 1 - exploring and developing materials, methods and procedures - had been in operation for ten months. Work on this phase continued throughout the duration of the study but increased emphasis has been placed on Phase 2 - trying out revised program and developing specific evaluation techniques and Phase 3 - testing and refining of curriculum materials, has been the major emphasis for the past year.

During the month of June, 1966, a second training program was offered at Oklahoma State University. The participants used the evaluations as returned by the 1965 participants in formulating suggestions for the revisions of the tentative curriculum guides, which were included in the report for the 1965 Training Program, Project Number OEC-5-85-100(10). Members of the research team, during the next two months incorporated the suggestions in the revised guides, which have been used by the members of the team for the programs offered in 1966-67 and in 1967-68 at C. E. Donart High School. So many requests had been received for copies of these guides that additional copies were reproduced in the spring of 1967.

The following procedures were used by the research team in setting up the gainful employment courses.

I. The first step for the research team was to reach agreement on a philosophy for gainful employment as a part of the vocational home economics program in the secondary schools. Brittian's (6) statement of guidelines had been revised by participants in the gainful employment training programs in 1965 and 1966 in which all members of the research team were involved. In 1967, all teachers in the gainful employment aspect of home economics in Oklahoma were asked to rate each statement as "very important," "important," or "not important," and to make suggestions for additions, deletions, or changes. Revisions were made in accordance with the suggestions and ratings received, and the guidelines were then approved by members of the Home Economics Department of the Oklahoma Vocational Program. The following fourteen Guidelines for Planning Gainful Employment Programs in Home Economics reflect the philosophy of the members of the research team.

1. Home economics programs for gainful employment should possess the potential of making valuable contributions to one or more of the broad national programs now receiving national emphasis such as: decrease of unemployment, improvement of economic status of low-income groups, reduction of juvenile delinquency and drop-outs in secondary schools; orientation of youth to the world of work; and increase in employability of adults who wish to enter or re-enter the labor market.

2. The decision for offering a specific gainful employment program should be supported by evidence that

(1) according to the local, state, and national outlook, employment will be available for those who successfully complete the training,

(2) there are individuals who are interested and will become trainees if the program is offered, and

(3) adequate work experience can be provided as part of the training.

3. A carefully planned survey through personal interviews with potential employers will provide valuable information for determining

(1) if the need exists for a specific training program,

(2) if the necessary cooperation can be obtained for providing work experience and employment, and

(3) the specific type of training desired - to be used as a basis for curriculum development.

4. Support and cooperation of local and state administrators is essential in order that the policies and procedures developed for the gainful employment program will be in harmony with the overall functions and philosophy of the local school and the state vocational program.

5. Community support and cooperation may be greatly furthered through a carefully selected local advisory committee or council which will advise and assist in evaluating the various aspects of the program.

6. Conferences with local, regional, and state leaders of related services, agencies and programs will provide valuable information to use in planning programs and will provide opportunities for obtaining cooperation in carrying out and evaluating the program.

7. Close cooperation with vocational counseling services will help the teacher in determining the basis for student selection and recruitment, work-experience and employment

opportunities, and placement and follow-up of students.

8. The teacher for a gainful employment program should be:

(1) Enthusiastic about this aspect of the program and challenged by the opportunity to participate in it.

(2) Qualified to teach according to the State Board of Education.

(3) Trained and experienced in the area in which she will be teaching and/or willing to supplement and up-date training and experience.

(4) Willing to work with students from all types of homes and backgrounds, to work cooperatively with counseling personnel from selection of students to placement, supervision, and evaluation of student-trainees.

9. Adequate time should be provided for the teacher(s), coordinator, and other personnel for the pre-planning as well as the offering, the supervision of work experience, and the evaluation of the program.

10. The curriculum for a gainful employment program should place emphasis on the development of attitudes and personal characteristics necessary to obtain and hold a job, as well as on skills and knowledge needed for successful performance as required for the specific service.

11. The objectives, content in terms of concepts and generalizations, learning experiences, resource materials, facilities and evaluation procedures for developing curriculum materials should be based on the job analysis of a specific occupational area in order that desired competences will be developed for it or for a related cluster of occupations within the area.

12. A satisfactory work experience should provide an opportunity for a student to earn money for current expenses while he develops skills, knowledge, and attitudes which will contribute to his employability in the future.

13. Adequate facilities should be available for the program through adaptation of use of present facilities and/or addition of new equipment and facilities.

14. Evaluation of a gainful employment program should include appraisal of all objectives of the program and should

be a cooperative venture on the part of all those involved in the program:

(1) Student-trainee engages in self-evaluation of class work and work experience.

(2) Teacher evaluates class experience, work experience, and placement of students.

(3) Employer evaluates work experience of trainees and later assists in preparing follow-up evaluation of any of the trainees which he employs.

(4) Parents cooperate in evaluating total learning experience.

(5) Advisory committee evaluates effectiveness of program as a part of the total educational program and its contribution to the community.

These guidelines have been used as the basis for determining procedures to use as the study has progressed. The remainder of this section will include the activities pursued by members of the research team in the use of the guidelines throughout the study.

II. Local surveys were conducted in the areas of child care and clothing services prior to the initiation of the project. The surveys were limited to one community and to two areas of training - entry level workers in child care and clothing services. The purpose of the surveys was to collect information to determine: (1) if there were sufficient job opportunities in these two areas to justify the offering of training programs; (2) if desirable work experiences would be available and if employers would be interested and willing to cooperate in supervised work experiences; (3) the types of specific training desired by employers to aid in making job analysis for each program; and (4) the competences and personal qualities of trainees and those expected of students during the work experience.

In the area of child care two groups were interviewed, (1) Personnel of Child Care Centers and (2) Homemakers with Small Children. Three groups were interviewed for Clothing Services, (1) Personnel of Business Establishments Involving Clothing Services, (2) Home Seamstresses and (3) two groups of Homemakers, full-time homemakers and homemakers professionally employed.

The findings were tabulated for each group and a criteria was developed to be used in drawing implications for the two programs. Some of the uses made with the implications were in determining if needs for a specific program existed based on number of people engaged in the specific job, replacement and anticipated expansion in the future; if adequate classroom and work experience could be provided for developing desired competences as identified; if existing facilities were available for developing skills needed for success on the job; and

if tentative curriculum guides were adequate, if not what revisions should be made.

During the spring of 1967, two members of the research team, working with the coordinator of the gainful employment program at the C. E. Donart High School, made a survey for food service. The first coordinator of the local program had been replaced after the program had been in operation for one semester and no extensive survey had been completed for this area. Copies of the interview schedules developed for the three areas are included as a part of each curriculum guide. A detailed description of the procedures, compilation, and analysis has been included in the final report of Project BR. No. 5-0026 OEC-5-85-088, March, 1966 (9). The supplement for food services was added in January, 1968, when a re-run was made of the original report.

III. In order to obtain support and cooperation of local and state administrators, conferences were scheduled by members of the state home economics education staff with the local school administrators and the chief investigator of the study. In cooperation with the other vocational home economics teachers (homemaking aspect) in the Stillwater school system, advisory council meetings were held. Local administrators served as members of the advisory council. Throughout the study additional conferences have been held with local and state administrators.

IV. Community contacts were made with many individuals in a variety of ways including: interviewing when making surveys; planning, supervising and evaluating work experiences; arranging for and making field trips; attending special organizational meetings related to special area; working with individuals invited to serve on advisory committees; visiting parents to explain the program and enlist their cooperation; and speaking at various community organization meetings.

V. The assistance of counselors was requested in the recruitment of students. With the introduction of a new program, interpretation of the various aspects of the program was necessary. Leaflets and a set of slides were developed for use in interpreting the gainful employment program to counselors and students. The decision to offer the classes in 1965-1966 was not made early enough to have the offerings included at initial pre-enrollment, which resulted in a heterogeneous group of students in the classes. Preceding and during enrollment period for the second and third year, special emphasis has been given to the recruitment of students who were interested in developing competences in one of the gainful employment areas.

VI. In an attempt to determine the experience, training, and personal characteristics most desirable for a teacher of gainful employment, little has been achieved by the research team. However two thesis, one at the master's level and one at the doctoral level, related to these phases are near completion and may give some direction. Participants in the 1966 training program spent some time in making a job analysis for a teacher of gainful employment. Responsibilities were grouped into two major types:

In-school responsibilities

1. Public relations

   Confer with school administrators, work with guidance counselors, and cooperate with other vocational education teachers in coordinating total vocational program.

2. Students

   Work out plans for determining enrollment, and determine needs and interests of individual students.

3. Classroom

   Help students develop favorable attitude toward work, acceptable standards for products or performances, knowledge in subject matter, and understandings about the world of work. Relate classroom experiences to work experiences. Develop system of record keeping for student and teacher.

Out-of-school responsibilities

1. Public relations

   Interpret program to community, work cooperatively with community agencies, and establish and work with an advisory committee.

2. Work experience

   Survey the community to locate resource persons, investigate possibilities for extended classroom experience, and locate work experience. Direct work experience and confer with employers while students are on the job.

3. Other

   Sponsor student organizations related to gainful employment and offer adult education courses in gainful employment.

A request was made of the 1965 training program participants to keep a record of time spent but only general estimates were given.

These indicated that a considerable amount of time was required and the practice in the state for a full-time gainful employment teacher has been for only two classes or programs.

VII. The major emphasis of the study has been on the development of curricula for three areas of home economics at the entry level for workers in Child Care, Clothing and Food Services. Much time and effort has been placed on the development of a sound and functional framework in harmony with the basic philosophy used for stating the guidelines as previously presented and the procedures as delineated in the guidelines. Many curriculum guides were reviewed before the framework was selected for the tentative curriculum guides developed in 1965. When these were revised a year later, slight changes were made in the framework. As this final report was being prepared the framework has again been studied and only minor modifications made. The modifications in format were made to facilitate more effective dissemination especially by the Educational Research Information Center (ERIC) or other media. The elements included for each curriculum guide are:

1. Table of contents - listing of concepts and supplementary material.

2. Overview - (1) a brief statement as to scope, purpose, need, based on survey findings for the specific training program; overall objectives; and (2) suggestions for use of the guide.

3. For each concept will be listed: the concept and subconcepts; objectives; generalizations; experiences; evaluation procedures; and resources.

4. Supplementary materials - interview schedule; audio-visual teaching suggestions; evaluation procedures; special forms for work experiences; and selected bibliography.

VIII. The identification of acceptable locations for work experiences was one of the desirable outcomes of the surveys made as one of the initial steps in developing the gainful employment training program. Obtaining the cooperation of employers in providing effective work experience was furthered through including key representatives as members of the advisory committee. As the members understood the value of the contributions of the work experience to the objectives of the training program, they were able to provide more effective learning experiences. This contributed to the development of improved skills, wholesome attitudes, and broader understandings of the responsibilities of a beginning worker. In initial conferences with employer, plans were made for the teacher to visit and supervise work experiences, and cooperation in evaluating progress made by the students was initiated. Effort was made through the unit "Orientation to the World of Work" to acquaint students with the need for self-evaluation, a desire to strengthen any deficiences identified,

and a realization that work experiences provided an opportunity for learning as well as earning.

IX. At the time the pilot program was initiated little information was available as to the type of facilities which should be recommended. A small amount of equipment was purchased and used to supplement the equipment located in the home economics department of the local high school for teaching the homemaking aspect of the vocational home economics program. In Oklahoma the first classes in gainful employment were offered in January, 1964, and in the majority of schools these classes were taught by the vocational home economics teacher, who was also teaching the homemaking aspect, with little or no additional equipment. During the past three years a small amount of equipment has been added and various changes have been made. These experiences have helped to point up some of the more essential features to consider in the planning for improved facilities for the future.

X. Evaluation has been a cooperative procedure and many of the techniques used are included in each of the curriculum guides. Emphasis has been placed on self-evaluation by the student and cooperative evaluations made by parents, members of advisory committee, teachers in the state, administrators of the local school system, and members of the research team have provided opportunity for continuous appraisal of procedure as well as achievements.

FINDINGS - PROBLEMS AND CONCERNS

Problems and concerns which were identified by members of the research team were classified into two categories. In the first category were placed the problems and concerns which seemed to be unique to the development of curriculum guides for gainful employment courses in home economics and/or have not usually been given major consideration in the development of curriculum guides for the homemaking aspect. In the second category were placed the problems and concerns which are usually considered essential in the development of curriculum guides and which form the framework for the guide.

For each of the problems or concerns presented a brief explanation of the conditions or situations which lead to it will be given and one or more of the procedures which was followed in an attempt to find a satisfactory solution will be listed. The extent to which satisfactory solutions were found varies with the different problems and concerns. The type of problems and concerns likewise varied from year to year thus making it impossible to repeat some promising procedures the following year. Examples cited will be selected from the three areas with no attempt being made to include examples for all three areas, for each of the problems or concerns presented.

Problems and Concerns Unique to Gainful Employment Programs

Interpretation of the program. At the time this project was funded the pilot program had been in operation for one year. As the members of the research team had been actively participating in the program they had developed a broader understanding of the purposes, the scope, and the basic philosophy underlying the occupational phases of vocational education. During the first year of the pilot program it had become evident that different interpretations were being made by individuals whose support and leadership were needed if the gainful employment courses were to be successful. Lack of a common understanding as to the objectives of the program, the type of students who could profit most from the training, the relation of the two aspects of vocational home economics to each other, and the differences in the types of responsibilities of the home economics teachers for the two types of programs are examples of specifics where common understandings were lacking.

As a part of the evaluation of the first year of the program, an attempt was made to identify examples of misconceptions or lack of common understandings. During 1966-67 a variety of activities were planned for the main purpose of developing common understandings among those individuals whose support was most needed. During the extended employment period for vocational teachers, the members of the research team working cooperatively with the vocational homemaking teachers in the local school system, planned for the first advisory council meeting of the year. The first meeting was held in September and was attended by individuals representing the state department of vocational education, local school administration, junior and senior high school counseling services, the news media, public health department, local home service department, and ministerial alliance. For each of the three gainful employment areas there were subject matter specialists and persons representing various business establishments.

The main purpose of the meeting was to provide basic information on the vocational home economics programs as operating in the local community. It was hoped that through the presentations and discussion which followed that a beginning would be made toward eliminating some of the misunderstandings held by various individuals. Each person was given a collection of mimeographed materials representing all areas of the two programs. In addition to the overall council, three sub-councils were formed; one for each of the three areas, Child Care, Clothing and Food Service. At the final meeting of the year evaluation of the 1966-67 program was made and recommendations were proposed for 1967-68. As a part of a doctoral dissertation guidelines for setting up an advisory committee meeting in order to promote interaction were compiled by Dick[8] as an outgrowth of her experience with the advisory councils in this study.

A second project to be reported was the development of a series of slides with a script to be used for recruiting the students, informing

guidance counselors and administrators, and for publicity purposes with various groups. The slides show types of work for which students in the gainful employment courses will be trained, students participating in class work experiences, and students who have completed the course and are now employed in the Stillwater area.

The slides were shown during pre-enrollment for the following year as one means of recruiting capable and interested students. Leaflets for each of the three programs were distributed to all interested students. Conferences were scheduled with guidance counselors at which time the slides were shown and the leaflets made available. A list of the slides is included in the supplementary materials for the curriculum guides.

Knowing Local Community. Reference has previously been made to the extensive surveys made by members of the research team in 1965-66 for two areas and in 1966-67 for the third area. While making the food service survey, the interviewers became aware of the need for up-dating the findings of the surveys for the other two areas. They also were much more aware of the opportunities available during an interview for interpreting the program and obtaining cooperation for future development. As the teachers supervised work experiences, they were able to identify changes in equipment, emphasis and standards for each work station. These were most helpful in evaluating class experiences in order to provide up-to-date training for the students. Additional information for keeping files up to date was gained from the daily newspaper as to changes in ownership or management, opening of new establishments, expansion and improvement of facilities. A record of the work stations for the three years has been kept by the teachers of the three courses. As new establishments have opened they have been visited and evaluated as possibilities for potential work stations.

Assessing Abilities, Personal Characteristics, and Interests of Students. At the time the proposal for this study was developed it was anticipated that assistance from trained counselors would be available for giving leadership to this aspect of the study. During the 1967-68 school year more assistance has been available and a series of workshops have been held on the university campus emphasizing vocational guidance. At this time no definite criteria, methods or devices have been selected or developed to use for selection and recruitment of students. Some attempts have been made to assess these characteristics as a part of the class experiences: (1) to help the student in recognizing his strengths and weaknesses, and (2) to guide the teacher in selecting type and level of learning experiences. The device, "Estimating Clothing Construction Ability,"(7) published by Iowa State University has been used in identifying competences of the student, and the findings have served as a guide for selecting the degree of difficulty of construction techniques to use at the beginning of the year. Various check sheets have been developed by students and/or teachers to identify various abilities, personal characteristics and interests. A check sheet was developed by Berry(2) for assessing the interest of high school girls in desiring to enroll in a gainful employment program in clothing.

Utilizing Available Facilities. As previously stated the majority of gainful employment programs in operation in Oklahoma at the time the study was initiated were on a part-time basis and were being taught by the homemaking teacher in a department planned for teaching the homemaking aspect. Limited funds were available for purchasing a small amount of equipment to supplement that used for teaching homemaking. Working with members of the state department home economics education staff and the local high school administrative staff, a plan was developed for using the foods laboratory in the home economics department for demonstration and laboratory and the school lunch room facilities for limited observation and participation. A small classroom adjacent to the home economics department was designated as the gainful employment classroom. This served as office for the coordinator and as the classroom for all of the gainful employment classes.

During the 1967-68 school year all three courses were scheduled in the home economics department. Lack of storage space as well as placing additional equipment in a department which had been adequately equipped made for over-crowded conditions. While it was far from an ideal situation it was possible to achieve cooperative working relationships with various individuals and groups such as: the school lunch room personnel for observation and limited participation; the nursery school staff of the university nursery school units for field trips; and skilled clothing alterationists for demonstrating methods and use of commercial sewing equipment.

Plans are now being developed for equipping a room adjacent to the lunch room for teaching the food service and child care programs. A few pieces of portable institutional type equipment have been obtained and it is anticipated that additional equipment will be added to provide a demonstration unit and limited practice space. By working in groups and rotating responsibilities within the group it is believed that more actual first-hand experiences can be provided for each student, both in the lunch room and in the classroom. Because facilities have been most limited, slide sets, film strips, concept films, flip charts, overhead transparencies, and other materials have been developed for use in the three areas.

Scheduling. A number of concerns have been focused on scheduling. The number of credits and hours in class and/or on-the-job training had been set by the state department of education. Each school has been able to decide on the extensiveness of the program to be offered and has had a choice of one, two or three credits for the year's training in each program.

One major problem has been the arrangement of hours for class which would make it possible for students to participate in work experiences at the hours most desired by the employer. Another major concern has been the length of classroom training, if any, which should precede the on-the-job training. Directors of day care centers wanted students to start work at the beginning of the school term for this is the time when the majority of centers are operating at maximum capacity. A number of the most desirable centers provided day care services for children whose parents were either students or employees of the local school systems and therefore needed the student workers at the beginning

of the school year before much if any training had been acquired.

In the first year of the project only one hour was scheduled for class work for the food service course. This did not seem adequate and was increased to two hours for the last two years. The two-hour period made it possible to have more extensive field trips, observation and participation, which resulted in the development of competences at a high level.

The clothing teacher had learned through her interviews that potential employers expected certain competences when students began work. She found the most satisfactory solution was to schedule the class for the last two hours of the day. During the first semester the full two hours were spent in class. During the second semester only one hour was spent in class and the last hour was used for work experiences.

Work experiences. During the first year of the program a major proportion of the problems teachers encountered were in locating work experiences which were: (1) acceptable to the students, (2) satisfactory to the employer as to quality of performance, and (3) adequate for providing extended and enriched learning experiences for the students. Each teacher was faced with different situations. In the first year of the project the majority of students in the food service class had originally enrolled in Distributive Education. In this program each student was required to have located a position before the opening of school so many had already begun work. The teacher had been planning to use some of the food units on the university campus but these were not acceptable to students. For a number of years students in the special education classes had been employed to perform certain services on the campus; and food service students, not wanting to be identified with this group, were not interested in working on the campus. The length of time needed for developing the desired competences varied greatly among the students as well as the willingness and desire on the part of student to participate in specific work experience.

One of the greatest difficulties encountered in providing work experiences for the student in child care was locating centers in which acceptable standards of child care practices were present. The licensing of the day care centers had just been initiated in the state. The standards in the centers have improved during the three years of the project, and with the introduction of kindergartens as a part of the public school system in September, 1967, additional opportunities were available.

The rate and source of pay has also been one of the concerns. Work-study funds have been available for some of the work experiences as have Neighborhood Youth Corp Funds. Students eligible to receive funds from these two sources have received higher pay than have those students who have been paid by owners of private day care centers.

Transportation to and from the job was another problem related especially to the time when the individual student could work. One of the teachers feels that the home visits made before the opening of school helped solve the problem. During the home visit cooperation of the parents was requested for assuming some responsibility in providing transportation to and from the job.

In connection with work experiences many personal guidance problems were encountered by each teacher and frequently the cooperation and assistance of the counselor was needed. One of the greatest satisfactions expressed by the teacher has been in helping individual students with personal problems. In some instances the student has been prevented from dropping out of school. Through helping some of the students assume responsibilities for satisfactory work experiences, the student's attitude toward work was changed, and he seemed to have learned to accept responsibilities and gain satisfaction from doing a particular job.

Problems and Concerns Usually Considered in Curriculum Development

In addition to the problems and concerns which were classified as unique either in nature, application or degree of importance attached to each in making decisions basic to curriculum development for gainful employment programs, there were the usual problems and concerns which are common or basic to curriculum development for most programs. One of the first major concerns was the identification of the framework for the guides. The original framework was chosen and used by the participants in the 1965 training program of which Keller was the leader. Only minor modifications have been made in the framework as the members of the research team used the first tentative guides for a year, revised them in 1966, and made a second revision at the end of the pilot study. The elements or component parts have been listed previously and in this section will be presented some of the problems and concerns faced by the members of the research team during the past three years.

Overview. The major concerns of the research team in preparing this section for each of the three guides were what would be included and how could the material be presented so that it would serve as a source for ideas rather than as a guide to be followed verbatim. In other words how could a teacher be stimulated to follow the procedures as stated or implied in the guidelines as presented in Section B-1-2 of this report and develop her own curriculum. This would mean that each teacher would select, adapt and supplement the materials presented in the guide thus resulting in the presentation of a program which would be based on conditions existing within her own community and her own school system, and the specific needs of her own students. She would become informed of the basic philosophy underlying a gainful employment program in home economics and would initiate activities such as the formation of an advisory council for the purpose of interpreting the program so that cooperation and support will be given as the program is initiated and developed. She will make a survey of her own community first to find out if the community has been previously surveyed. If no surveys have been made or all the information desired is not available, she may use the interview schedule as presented in the guide or adapt it to her own community, for the purpose of collecting pertinent data needed before

initiating a program. The objectives, concepts, generalizations, learning experiences, evaluation methods, and resources selected, are those which seem most appropriate for achieving the overall objectives by each teacher of the training program and utilizing the available facilities and talents and abilities of the teacher.

The materials included in the overview for each area will include: a brief statement as to scope, purpose, overall objectives, need for the specific program, and specific suggestions for use of the material by each teacher as she develops her program.

Behavioral Objectives. In stating objectives four basic decisions had to be reached. The first decision reached was to use the taxonomies of educational objectives for cognitive and affective domains as compiled and published under the leadership of Bloom (4), Krathwohl (15), and others and the taxonomy for the psychomotor domain resulting from research under the direction of Simpson (20). The second decision was the degree of generality or specificity to use. This resulted in two decisions--a general overall statement for the objectives presented in the overview and a more specific statement for each concept. The third decision was to state the objectives in terms of student behavior. The fourth decision was that only the most complex or highest level of behavior would be given, for example, if the objective was at the application level it would be assumed that the knowledge and comprehension basic to the application had been previously acquired or would be acquired at the beginning of the study of the concept. The objectives as stated in the curriculum guides are to be used as suggestions by the teacher as she works with her students in formulating class and individual objectives which are in harmony with conditions existing in the community and the basic philosophy underlying the specific gainful employment program.

Concepts and Generalizations. After examining several methods used for presenting and organizing content or subject matter to be included, the decision was made to use concepts and generalizations. The following definition as given by Tyler seemed appropriate to members of the research team. He states:

> Concepts include the cognitive aspects of the curriculum as it is embraced in significant ideas inclusive of definition, generalizations, principles, and unifying or integrating words or phrases(16).

The term "sub-concepts" was used for breakdown of the broader, more inclusive term, phrase or key idea.

Two types of generalizations were used in the curriculum guides. The generalizations stated at the beginning of a unit represent the form which teachers might follow in stating generalizations and would be used to guide the teacher in selecting learning experiences, resource materials, and evaluation methods. The generalizations stated as the culminating experience for each sub-concept are examples of the type of generalized statements students should be able to make as an outcome of the learning

experiences.

Curriculum guides, textbooks, and other resource materials that had been developed for teaching and homemaking aspect were used for compiling a list of concepts to be included in the tentative curriculum guides.

Learning Experiences. Selecting appropriate learning experiences to provide in the classroom and arranging them to dovetail with on-the-job training or work experiences has been one of the major concerns of each of the teachers. The experiences listed in the guide should also be considered as examples from which a teacher may select as given, may adapt, or may supplement with others. An effort was made to include experiences that give the student an opportunity to practice the kind of behavior as implied by the objective as well as the opportunity to deal with the kind of content implied by the objective. In determining the sequence or order of listing the suggested experiences, an effort was made to place first those experiences related to achievement of more simple behavior and gradually going to the more complex behavior. Another problem encountered was one of trying to provide as early in the year as possible those experiences which would be most beneficial at the beginning of the on-the-job training or work experience. While there are common needs for all students where class experience can be for all, there are also individual needs for which individualized learning experiences need to be provided. An effort has likewise been made to include learning experiences which had high potential in contributing to the attainment of more than one type of behavior simultaneously.

Selected Resources. The term, resources, is used to include teaching materials or aids, methods, and references. At the time this project was initiated few, if any teaching materials, methods, and references had been developed specifically for gainful employment courses in home economics appropriate for secondary students. Many of the concepts and generalizations were the same as those included for the homemaking aspect. The greatest difference was in the emphasis placed on the level of achievement for the various behavioral objectives for the two types of programs. Brinkerhoff (5) developed a number of step-by-step methods to use in the area of clothing.

Resources were needed for developing skills at a level that employers would consider adequate and at the same time the students would be developing positive attitudes toward the world of work, acquiring basic knowledge and improving or developing personal characteristics necessary for obtaining and holding a job. Effort was made to adapt and develop materials and methods that could be used: (1) for more than one purpose i. e. by the teacher in demonstrating step by step procedure and later by the student to reinforce learning or to check standard of work; (2) for achieving more than one type of behavior simultaneously; and (3) for use in the homemaking aspect with or without minor adaptation. A number of the materials were developed for the students to use in independent study thus hoping to develop some skill in learning how to learn.

Various types of published materials were examined in an attempt to locate reliable up-to-date reference material. No one text could be located for any of the gainful employment courses. Adaptation of basic information in college and secondary textbooks and supplementary references were made and the more simplified materials were duplicated and used by the students. A number of programmed instruction booklets for specific concepts were developed and used not only for acquiring basic knowledge but were kept by the student to use as references in the future. The programmed instruction materials were sent to gainful employment teachers for testing in their classes and then each booklet was revised.

Specific materials, methods, and references are listed for use in developing each concept included in the three curriculum guides. Examples of some special methods and teaching materials will be included and for others a description will be given which will be of help to a teacher in developing similar material based on local conditions. A detailed report of a study conducted by Gould (12) in working with a group of teachers in developing, testing, and evaluating various audio-visual aids will be available after September, 1968, through the library of Oklahoma State University.

Evaluation. Evaluation was used extensively throughout the project for appraising not only achievement of students but also for all aspects of all programs. The emphasis in this section is placed on evaluation as a part of the curriculum. In a pilot program it is usually necessary to continually be adapting or developing methods and devices as other parts of the curriculum are being appraised, revised, and refined. As objectives were developed for each concept or group of related concepts, evaluation methods were included. A major portion of the techniques and devices which were used were developed cooperatively by individual teachers working with students, employers and others. A number of the devices had originally been developed by participants in training programs and workshops. Other devices had been developed by members of the research team and tried by other teachers in the state.

Self-evaluation was emphasized for students to rate their skill in performance and standard of results for the product and for the service rendered. Check sheets and score cards were cooperatively developed by the students and teachers as a part of the classroom activities.

CONCLUSIONS AND RECOMMENDATIONS

The unanimous conclusion of the members of the research team is that the two overall objectives of the pilot study for gainful employment in home economics have been achieved to a limited degree. The revised curriculum guides for the three areas - Child Care, Clothing, and Food Services - are presented as evidence of achievement for the first objective. Less concrete evidence can be presented for the second overall objective. The recommendations which will be presented in this section are

based on the subjective judgments of the research team as being the policies and practices which have contributed most to the success of the three programs.

In the original statement of the proposal were listed seven questions for which answers would be sought. For each question there was also stated a specific objective to be achieved. By the time this project was approved and funded, some progress had been made in finding partial answers to some of the questions and in achieving some of the objectives. Reports of other projects were becoming available and it was possible to use some of the findings being reported. Local, state, and national policies were being evaluated and organizational changes were being made in order to focus more attention on occupational training. A number of graduate students at Oklahoma State University had become interested in selecting research problems related to gainful employment for the subject of their thesis or dissertation. The lack of knowledge and experience of the chief investigator for this aspect of the home economics program became evident as the project progressed and some adjustments had to be made in the objectives. As a result of these conditions and others, more achievement has been made for finding answers to some of the questions than has been possible for others.

Conclusions as to the extent to which answers have been found will be made for each of the seven original questions stated in the proposal.

1. Use of Sources in Determining Needs - A variety of sources have been found to be helpful in determining if needs exist for specific offerings in gainful employment programs. The identification of sources which were available in the local community and the state had been made as a part of the 1965 summer training program. The procedures followed by the research team were included in the final report for project number OE-5-85-088. The interview schedules which were used in making surveys in the local community were recently adapted and used by a research assistant with the Vocational Research Coordinating Unit of Oklahoma to determine if needs exist at the post-secondary level for occupational programs using home economics knowledge and skills in the junior colleges and area vocational-technical centers in the state. On the basis of these experiences it is recommended that: (1) the type of sources available in a community be identified and to use all relevant data available; and (2) to conduct surveys to supplement the data which are available from the various sources contacted. Before initiating a program evidence should be analyzed to determine: if support of the educational leaders will be available; if there are adequate opportunities for work experiences and employment following training; and if there are potential students who are interested in receiving the training, have the abilities to successfully complete the training, and will profit in one or more ways by the training.

2. Advisory Councils - On the basis of the contribution which was received from the advisory council it is recommended that an overall advisory council be organized to serve both the homemaking aspects and the gainful employment aspect of the home economics program where both aspects of the program are operating. In addition, special advisory

councils for each training program are recommended in order that more personal contacts can be maintained especially with the employers who are cooperating in providing work experience and employment.

3. Competences and Job Analysis - The original listing of competences expected from each training program was one of the first steps completed and was used as the basis for the development of the various interview schedules. As the findings from the interviews were compiled and analyzed revisions were made and a revised listing resulted. It is recommended that close contact be maintained with the cooperating employers in order to provide classroom learning experiences which contribute to development of the competences related to success in work experiences and later success as an employee. As new equipment becomes available and as consumers' requests change specific jobs will change therefore it is recommended that continuous attention should be given to identifying the competences needed for each training program.

4. Curriculum Development - The concepts and generalizations, teaching methods, and work experiences, resource materials, facilities, and evaluation techniques to be provided depend on the specific competences desired. Therefore, it is recommended that as the competences change the teacher should evaluate each of these elements and add, delete, or modify each to be in line with the revised competences. This will necessitate each teacher developing her own units of work based on local conditions. It is further recommended that the teacher use the curriculum guides as a source for ideas but not as a guide to be followed verbatim.

5. Teacher Competences and Personal Characteristics - All members of the research team and the coordinating teacher had been trained as teachers for the homemaking aspect and recognized from the beginning their deficiencies in training and experience with the gainful employment aspect. Each has participated in training program and classes during the summer as participants and as one of the leaders for special emphases. Beginning with the first summer training program in 1965, three subject matter specialists have been available for consultant services. Each consultant is a regularly employed faculty member in her department and has had specialized training which made it possible for each to make unique contributions. The consultant in clothing services is coordinator of the merchandising program in the Clothing, Textile, and Merchandising Department and has taught Distributive Education. The consultant in the child care area has taught homemaking in the secondary schools and at present teaches Child Development in the Family Relations and Child Development Department. The consultant in the food service area is presently serving as Director of the Institutional Administration Internship Program and has had many years of experience in teaching quantity cookery. All three consultants have been available for group and individual conference. In addition valuable assistance has been given by all members of the Home Economics Education Division of the Oklahoma Vocational- Technical Program.

Staff meetings have been held regularly for the members of the research team and all three research assistants have completed or will be completing in the near future a thesis or dissertation which lead to extensive study for a specific phase related to gainful employment. Another graduate student has just completed a thesis in which she studied the training, teaching experience, and occupational experiences of gainful employment teachers in five states(8). Another graduate student made a comparison of the personal characteristics as measured by the California Personality Inventory of home economics teachers of the two aspects of home economics(17). Findings from these two studies and experiences of the members of the research team would indicate that additional research is needed before specific recommendations can be made. However, all members of the research team would recommend that in addition to the training and experience as a homemaking teacher it would have been helpful to have had special training in specialized subject matter slanted towards occupational training, occupational experience, and guidance.

6. Selection of Students or Trainees - It has previously been stated in the report that this is one area where the anticipated assistance from guidance and counseling services has not been available but at both the state and local levels services for vocational guidance is being initiated. For the coming year, the gainful employment teacher has been able to participate in pre-enrollment and she anticipates that she will have students who are definitely interested in receiving vocational training. Leaflets and slides for interpreting the programs have been extensively used and publicity given by the local press has contributed to students being better informed before enrolling. Berry studied attitudes and interests of a selected group of high school homemaking students toward gainful employment for clothing services. She found that most of the girls who indicated an interest in selecting a gainful employment clothing course were interested for personal reasons rather than for employment. The clothing teacher has found this to be the situation with her students and few have been interested in employment but for some students it has probably contributed to their remaining in school and/or contributed to more wholesome attitudes towards the world of work. Another question for which no answer has been found is whether previous work in home economics should be a prerequisite for gainful employment programs. At this time the only recommendation which seems justified is that additional research is needed before specific criteria, methods, and devices can be proposed for recruiting and selecting trainees.

7. Overall Evaluation - At the end of each year an attempt has been made to review progress made during the year and to plan for the coming year. The evaluations have been made by individuals and by various groups. An evaluation check list has been developed for use by the teacher working cooperatively with others. A copy of the device can be found in the appendix of this report. It is recommended that the teacher(s) be responsible for compiling and summarizing the information needed for making judgments as to the extent to which achievements had been satisfactory and the desirability of continuing or changing courses of action. After the teacher has completed compiling the necessary

information, it is recommended that a representative group review the report and make recommendations for future development of the program.

During the three years that the program has been in operation at the C. E. Donart High School a total of 100 students have completed a one year training program in one of the three areas. Approximately one half of these students (44% - this includes some who continue to work during senior year) have returned to school the following year as they had taken the course as juniors. The number who have immediately accepted jobs following the one year of training has been quite small and represents 25% of all students completing the programs. A number of the students married soon after leaving school (18%), or entered college (19%) and for some students no information was available. If the value of the programs was to be evaluated on the number of students being employed after finishing the programs this would have to be checked as low.

The contribution of the program can be rated higher when viewed from the amount of money earned through work experience and the contributions made to worthy projects through volunteer services. Examples of records kept for one year for each area can be found in the appendix of this report. The amount of money earned by individual students ranged from none to $941.85 and the number of hours of work experience as reported ranged from 14 hours to 1,129 hours per year.

The teacher of each class was able to cite specific instances when they felt that their course had contributed to students remaining in school. In the appendix are brief statements which describe specific situations where student remained in school and/or reflected a change in attitude toward the world of work and satisfaction in being able to successfully perform a specific type of work.

As previously explained the enrollment in the classes has not been as large or as evenly distributed for the three areas as it was hoped that it would be. It has been decided that for 1968-69 the Child Care and Food Service Programs would continue. From the beginning the enrollment has been much lower for clothing, and the number of jobs and work experience opportunities have not materialized as anticipated from the findings revealed through the interviews. A short exploratory course was offered for adults during 1966-67 with enrollment of 42 women who indicated an interest in additional training. This reinforced the feelings of the research team that this area might be more desirable for adults than for high school students. It has been decided to discontinue the clothing program for 1968-69 as only one teacher will be available and two classes would seem to be a full time load.

As previously stated the major emphasis for the project has been the development of curriculum guides and this the members of the research team believe has been accomplished. The quality of the three guides can only be determined as the guides are actually being used by teachers of gainful employment programs in the future.

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APPENDIX

OVERALL EVALUATION OF A GAINFUL EMPLOYMENT PROGRAM

PHASES OF PROGRAM TO BE EVALUATED	EXAMPLES OF EVIDENCE ON WHICH TO BASE JUDGMENT	ADEQUACY OF ACHIEVEMENT				FUTURE ACTION			
		Comments	High	Medium	Lower or none	Comments	High	Revise	Discontinue
I. CONTRIBUTION TO SOCIETAL NEEDS 1. Unemployment	Following training--per cent students: Employed_____Remaining in school and working_____ Remaining in school not working _____Entered college_____ Entered college and worked part-time_____								
2. Improvement of economic status through working experience during training program.	Number of hours worked Total hrs._____ Range_____Average_____ Amount of money earned Total_____ Range_____Average_____								
3. Prevention of Drop-outs	Number of students believed to have remained in school because of the gainful employment course _____Attach examples.								
4. Positive attitudes toward World of work	Improvement of attitudes toward work as evaluated by check list and/or examples of positive attitudes._____Attach examples.								

OVERALL EVALUATION OF A GAINFUL EMPLOYMENT PROGRAM (cont.)

PHASES OF PROGRAM TO BE EVALUATED	EXAMPLES OF EVIDENCE ON WHICH TO BASE JUDGEMENT	ADEQUACY OF ACHIEVEMENT				FUTURE ACTION			
		Comments	High	Medium	Lower or none	Comments	High	Revise	Discontinue
5. Contribution to total school progress									
II. MEETING NEEDS 1. Students	Number of students enrolled_____								
2. Employers	Relation of number of students trained to number of jobs available								
III. COOPERATION AND SUPPORT 1. State Department of Vocational-Technical Education	Reimbursement Supervision Other Assistance								
2. Local School System (1) Administration	Interest, enthusiasm, promotion Facilities, space, size, location condition Equipment - adequate in amount and types, up-to-date Operational funds Scheduling of classtime Teacher's load - class and supervising								

OVERALL EVALUATION OF A GAINFUL EMPLOYMENT PROGRAM (cont.)

PHASES OF PROGRAM TO BE EVALUATED	EXAMPLES OF EVIDENCE ON WHICH TO BASE JUDGEMENT	ADEQUACY OF ACHIEVEMENT				FUTURE ACTION			
		Comments	High	Medium	Lower or none	Comments	High	Revise	Discontinue
(2) Home Economics Staff	Cooperative relations								
(3) Counseling and Guidance Staff	Assistance given to								
(4) Others as -- School Lunch Personnel - Other Vocational Areas									
3. Community (1) Agencies and business establishments -	Representation on Advisory Council Providing Work Experience - adequate number, learning as well as work experience, wages - Employment of students following work experience								
(2) Other key representatives	Interests, support and cooperation								
(3) Parents	Types of contacts - Home visits made -								

EXAMPLES OF GAINFUL EMPLOYMENT STUDENTS REMAINING IN SCHOOL AND/OR EXHIBITING CHANGE IN ATTITUDE TOWARD WORLD OF WORK .

Child Care Services

Case 1. A cute, intelligent Negro girl remarked during her year of training, "As soon as I get my 300 hours I'm quitting my job down at the 'Little School.'" (A Community Action Head Start Program) No comment was made by the teacher. The school ended and the student worked all summer as the NYC Funds continued through the summer. In the fall she approached the teacher and said, "Don't give my job to another student even though she needs to work. I like my job; I don't want to give it up. Besides, that is what I'm going to major in in college."

Case 2. One girl's dependability was questionable. She had been tardy 27 times in one nine weeks period. After several offenses on the job (work experience) such as not reporting for work and being untruthful, she was fired. She was not angry about being fired and completed her hours of work experience with babysitting. The next year it was necessary to contact the student to complete some work-study forms from the previous year. She had moved to Washington, but she replied promptly to the request. She stated that she was working in an office and going to beauty school at night.

Clothing Services

Case 1. A special education student (low academic ability) changed from surly and noncooperative to being cooperative and eager to learn after discovering that she could be successful in performing certain sewing services.

Case 2. This girl has remained in school, the teacher believes, because of the clothing program. The student did not bring necessary materials for class projects. The teacher sought help from the principal. After a conference with him the student brought her supplies. Arrangement had been made through the principal for charging it to her student fees. As she achieved success in her laboratory work, absences decreased and she was very pleased with her next project - a child's dress. Since that time she has shown initiative in designing, cutting her own patterns, and making plans for constructing the garment.

EMPLOYMENT RECORD FOR ONE YEAR FOR STUDENTS FOR EACH AREA

Students	Type of Work Experience	Hours Employed (on-the-job)	Total Earnings	Present Employment
CHILD CARE				
No. 1	Baby Sitting & Kindergarten Aide	302	Volunteer	High school student
2	Baby Sitting & Child Care Aide	338	$154.50	High school student
3	Baby Sitting & Kindergarten Aide	281	Volunteer	College
4	Baby Sitting & Kindergarten Aide	333	74.95	Unknown
5	Child Care Aide at Head Start Center & Baby Sitting	410	513.25	College
6	Child Care Aide	44	Volunteer	High school student
7	No work experience			Clothing job
8	Child Care Aide	378	182.90	High school student
9	Baby Sitting & Child Care Aide	311	78.25	High school student
10	Kindergarten Aide	202	Volunteer	College
11	Baby Sitting & Child Care Aide	309	134.00	High school student
12	Baby Sitting & Kindergarten Aide	407	Volunteer	High school student
13	Child Care Aide	359	167.00	High school student
14	Kindergarten Aide	560	394.54	Unknown
15	Baby Sitting & Kindergarten Aide	335	104.75	Married
16	Baby Sitting & Child Care Aide	509	309.90	High school student
17	Baby Sitting & Kindergarten Aide	330	116.80	College
18	Baby Sitting & Kindergarten Aide	326	60.25	High school student
CLOTHING SERVICES				
19	Constructing drapes School flags	45	7.50	High school student
20	Constructing drapes School flags	57	12.50	High school student

EMPLOYMENT RECORD FOR ONE YEAR FOR STUDENTS FOR EACH AREA (cont.)

Students	Type of Work Experience	Hours Employed (on-the-job)	Total Earnings	Present Employment
21	Constructing drapes School flags	57	10.50	High school student
22	Alterations dry cleaner	154	$100.08	Beauty school
23	Constructing drapes School flags	62	17.00	Married
24	Constructing drapes School flags	40	7.50	Working in foods service
25	No work Experience			Working in food service
FOOD SERVICE				
26	Food Service			Unemployed
27	Food Service	323	211.80	Moved
28	Food Service	323	366.36	Working in food service
29	Food Service	533	521.60	Working in food service
30	Food Service	567	567.00	Working in food service
31	Food Service	357	362.00	Working in food service
32	Food Service	43	47.12	Construction work
33	Food Service	895	895.00	Working in food service
34	Food Service	585	491.17	Working in food service
35	Food Service	1010	1037.61	Rest Home
36	Food Service	312	291.30	Working in food service
37	Food Service	1056	1195.85	Working in food service
38	Food Service	892	959.20	Rest Home

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ABSTRACT

800 The area of concern for the study was the gainful employment aspect of
801 home economics. This aspect provides instruction that qualifies individuals for
802 selected occupations involving knowledge and skills in home economics subject
803 matter. Entry level gainful employment classes were taught by members of the
804 research team at the local high school in Child Care Services, Clothing Services,
805 and Food Service. During the three years that the local program has been in oper-
806 ation, a total of 100 students have completed the training program. The amount of
807 money earned by individual students ranged from none to $941.85, and the total
808 hours of work experience ranged from 14 hours to 1,129 hours per year. Close and
809 continuous contact was maintained with local school personnel, cooperating employer
810 members of the home economics department of the Oklahoma vocational program and
811 other state teachers engaged in teaching gainful employment courses. Curriculum
812 materials for these three entry level gainful employment courses were developed,
813 tested, and revised. Recommendations for policies and procedures to follow in
814 initiating and developing gainful employment programs in home economics were made,
815 based on subjective judgments of the research team and suggestions from other
816 gainful employment teachers in Oklahoma.
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